**Learning Targets**

**Learning targets consist of a content or process goal, a performance expectation, as well as the criteria for success. The performance expectation is not sufficient as students need to know not only what they will be able to do but how they will show they can do this and how well they will have to do it.**

**Below are some examples of content or process goals and performance expectations. Read the performance expectation and ask yourselves how you could make that expectation clear to students. Think about the strategies in Figure 2.1 from Moss and Brookhart (questioning/ planning and envisioning/ using examples/ using rubrics), and the examples you’ve read about or talked about.**

***CONTENT  
A) Content learning goal***: Sound can travel through solids, water, and air

***Performance expectation***: Students will be able to whiteboard/describe their evidence that sound can be transported through wood, water, and air.

***B) Content learning goal***: When water is heated or cooled, its sinking/floating behavior changes

***Performance expectation***: Students will draw pictures in their science notebooks that show hot water (red) floating above cold water (blue).

***PROCESS***

***A) Process learning goal***: Scientists communicate the results of their experiments

***Performance expectation***: Students will be able to share the results of their experiment with the class in a way that clearly outlines the question asked, the method employed, the results, and some sense-making explanation.

***B) Process learning goal***: An observation is data collected by eyes, ears, nose, etc. whereas an inference is an explanation/interpretation of an observation.

***Performance expectation***: Students will infer what is inside the box from the sounds that the objects make (their observations).

**Practice**

**Look at the content or process goals and performance expectations listed below. Using the strategies from Moss and Brookhart, describe how you would clarify the criteria for success for your students for one or more of the goals and performance expectations listed below.**

**1) *Content learning goal:*** The amount and position of an object's mass affects how the object rotates.

***Performance expectation:*** Using plastic disks and straws, students will be able to make a top that spins well by creating a top with a large, uniformly distributed mass and a large diameter.

***Clarify criteria for success:***

***2) Content learning goal:*** Rocks can be broken into smaller pieces and still retain the same properties.

***Performance expectation:*** Students will be able to explain in pictures that basalt and sandstone rock can be broken into smaller and smaller pieces called sand, silt, and clay, respectively.

***Clarify criteria for success:***

**3) *Process learning goal:***  Scientists outline a plan to answer investigation questions.

***Performance expectation:***Students will create a plan in order to find out how much salt it takes to saturate 50ml of water.

***Clarify criteria for success:***

1. ***Process learning goal:*** Observations are made using the five senses – sight, smell, hearing, touch, and taste.

***Performance expectation:*** Students will observe multiple objects using their four senses (taste will be excluded for safety purposes).

***Clarify criteria for success:***